

## Inquiring Minds

### Lesson Preparation

Daily Lesson 6	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.21A,C E1.22A,B,C	E1.Fig 19A E1.9B,C,D E1.26A
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors gather information from different sources for specific purposes.</li> </ul> <p>—Why is it important to gather information from multiple sources?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Paraphrase</li> <li>Summary</li> <li>Direct quote</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Note card (several per student)</li> <li>Children's' books (1 per 3-4 students)</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Collect several children's books to be used in small groups.</li> <li>Students will need access to sources related to their research topics.</li> </ol>	
<b>Background Information</b>	<p>This Instructional Routine partially assesses Performance Indicator: <i>"Follow research plan to collect information from multiple perspectives. Organize the information gathered using a variety of graphics and forms (e.g., notes, learning logs, charts). If necessary, modify research question to refocus the plan. Using a standard format, develop and organize an annotated bibliography of credible, relevant sources."</i></p>	
<b>Teacher Notes</b>	<p>Teachers may request that students bring their own note cards. Teachers may also consider using a chart format or an electronic document for students to record research instead of using note cards.</p> <p>The children's books used in this lesson can be well known stories or may be nonfiction but should be simple and quick to read.</p>	

## Instructional Routines

Daily Lesson 6	READING
<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students practice accurate note-taking without plagiarizing.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Display and discuss the Performance Indicator (refer to Background Information).</li> <li>2. Distribute children's books and have students create a chart with three columns and the headings <i>Paraphrase</i>, <i>Summarize</i>, and <i>Direct Quote</i>.</li> <li>3. Remind students that to paraphrase, a reader takes information from a source and puts it in their own words. Share that a summary only includes the most important ideas from a longer text, and a direct quote encloses the author's exact words in quotation marks and gives credit to the person who said it.</li> <li>4. Students read the provided children's books in small groups.</li> <li>5. Instruct students to work together to write a paraphrase, a summary and a direct quote related to the story on their charts. Discuss completed charts.</li> <li>6. Ask: <b>What does this activity have to do with conducting research?</b> Discuss student responses and make connections to taking notes about information provided in selected sources.</li> <li>7. Instruct that notes should only be taken on information that may be used in the research report/paper. Model writing notes on a note card and write a heading on the card that includes the main idea of the note. Remind students that it is not necessary to write in complete sentences when taking notes.</li> <li>8. Remind students that plagiarism not only includes using someone's words but also their ideas.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Instruct students to assign a number to each source. Students will then create a master note card of each source by placing the assigned number in the upper right corner of the card and the title of the source at the top center of the note card. (Citation information will be placed in the center of the note card during a later Daily Lesson.)</li> <li>2. Instruct students to take notes on subsequent note cards by paraphrasing, summarizing, or listing direct quotes from the source and placing the information on separate cards. Remind students to include the source number on the upper right hand corner of the card for reference.</li> <li>3. Students read text sources and record notes on note cards.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students refer to their research plan to note progress and make revisions as necessary. Students share progress with a partner.</li> </ol>